Nash Mills CofE Primary School

Behaviour and Relationship Policy

Includes Anti-bullying and Exclusions Policy

Reviewed: September 2024

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INTRODUCTION

The aim of this policy is to encourage positive relationships among all individuals at Nash Mills CofE Primary School through self-discipline, personal responsibility, care and respect.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We take a robust approach to dealing with any bullying by adults or pupils, with any such incidents dealt with promptly and firmly. As a Church school, we promote the values of forgiveness and reconciliation when dealing with any behaviour that falls short of our expectations.

A therapeutic approach to behaviour is based on an understanding of a child's development and responding to behaviour in a proportionate way taking into account the mental health of the child and understanding the reasons that result in such behaviour. This allows children to develop strong personal skills, together with the cognitive ability to understand how to solve a problem with growing independence.

Support for this approach comes from the DfE advice on "Mental Health and Behaviour in Schools" (2016) which states:

"In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy."
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

This document outlines the culture and structures at Nash Mills CofE Primary School which contribute to promoting pupils' mental health:

- A committed senior management team
- Designated Mental Health Lead (SENCO) with strong support from the Headteacher and Deputy Headteacher
- High expectations of attainment with consistently applied support
- Working with parents and carers as well as the pupils themselves
- Continuous professional development for staff
- Clear systems and processes of identification of young people with possible mental health challenges
- Working with others to provide interventions that use a graduated approach to inform a clear cycle of support
- Promoting the health and well-being of all pupils in the school

Our school:

- Offers a calm, welcoming atmosphere throughout;
- Values children equally, seeking the best for them;
- Delivers a holistic, inclusive education, including skills, knowledge and understanding;

- Positively promotes British values, reflecting its Christian ethos;
- Instils in children the belief that they should always reach for their best.

Aims and Rational of the behaviour policy

This policy applies to EYFS, KS1 and KS2. The policy acknowledges the importance of **consistency** in responding to **all behaviour** and provides staff and pupils with clear guidelines and parameters regarding what behaviour is expected, the range of rewards which can be used to motivate pupils, together with the range of sanctions which can be used to discourage difficult or dangerous behaviour and replace it with positive behaviour.

The approach believes that children can only fully access the curriculum if they share the values upon which it is based; they should value themselves, others, society and the environment.

The policy promotes a therapeutic approach to behaviour. The basis of this is the following:

- Positive experiences create positive feelings and these will generate behaviours that are useful for the child and those affected by the child (pro-social behaviours)
- At the centre of this is the importance of building positive relationships within the dynamic of the school- that includes all adults and children.
- This creates an 'inclusive school' where behaviour is responded to consistently whether inside the classroom or not.
- The policy provides a structured approach to expected behaviour in the school environment with clear expectations for each
- Staff response to behaviour issues is graduated and individualised- it takes account of mental health, other needs, vulnerabilities and unmet educational needs.

Behaviour that is dangerous or difficult should be logged on CPOMS (see guidance on the levels of behaviour section). Minor incidents can be logged if they are completely out of character and may be an indication of a larger problem. Where a Reflection Sheet has been completed, staff may attach this to the CPOMS entry.

Managing development of internal discipline gradually by encouraging everyone to take a restorative approach to the incident, using the sheets, talking to child about how the behaviour affected others, and giving them the opportunity to set their own consequence. Consequence should be proportionate to the behaviour and lead them to improvement (use of Zones of Regulations).

Consequences are differentiated based on inclusion circles (safe learners, internalisers, externalisers).

POSITIVE BEHAVIOUR

We believe that everyone, pupils and staff, within the school community has the right to expect respect from others, the right to learn or to teach and the right to feel safe.

With these rights go responsibilities – to help others feel safe and happy, to help others learn, to show respect for people, to show care for other people's property and to look after the school buildings, furniture and equipment. These responsibilities are reflected in the Golden Rules. Children are encouraged to be responsible for their own behaviour at all times. They are also encouraged to be independent and resilient with staff modelling how to resolve problems. In this way, children are better able to differentiate between problems they can reconcile by themselves and those where they need adult intervention.

We use worship and PSHE:

- to improve children's self-esteem;
- to promote positive behaviour;
- to emphasise values of family (unity), acceptance, equality, trust, empathy, forgiveness, responsibility, honesty, compassion and mutual respect;
- to model reconciliation;
- to improve relationships;
- to foster positive school ethos based upon shared expectations;
- to encourage children to support each other;
- to encourage personal and collective responsibility for positive behaviour;
- to promote character-building.

WHOLE SCHOOL RESPONSES TO PRO-SOCIAL BEHAVIOUR:

This policy recognises the importance of gradually managing the development of internal discipline for the children. These steps support this and will be adhered to by all those working at the school. Responses are consistent and daily and build on relationships that makes all involved feel valued, feel a sense of belonging and have the stability needed to build resilience. There are individual and whole school responses which include:

Class Recognition:
- **Golden Rules** displayed in each class.
- **Class Charter** created in first week of school and displayed in each class (Jigsaw resources)
- **EYFS & KS1:** Will use marble jars to acknowledge pro-social behaviour, when the jars are full there will be a class reward.
- **Star of the Week:** This is a whole-school reward presented each week.
- **Ubuntu:** Each half term we will have a different value that we use to tie into our school ethos, the values will run on a biannual timetable. Year A's values are: Friendship, Faith, Kindness, Bravery, Honesty and Selflessness. Year B's values are: Tolerance, Hopefulness, Joy, Forgiveness, Fairness and Thankfulness. Within school, we will focus on one of these values each half

term to help pupils to better live them each week a child in each class will be awarded a value certificate and a sticker.

- **Good Samaritan certificate:** A whole school reward presented each week.
- **House Points:** This is a collective reward and not an individual one. Pupils gain a House Point for behaviour, learning attitudes and attributes we wish to build in them such as resilience or independence. The HP is awarded to the House the child belongs to and NOT to the child. A token is given to the child who then gets to put it into the collection cylinders in the Library. At the end of each term, the tokens are counted up and a collective reward (determined by the Headteacher) given to the winning house. The school website has a section showing the number of HP gained by each house which will be updated termly.

Whole School Routines:

- **Meeting and greeting:** The class teacher and support staff to ensure a welcoming environment for pupils at the start of each registration session. They will meet the children at the door of the class for a meet and greet every morning and repeat at the end of the day. Children are expected and encouraged to respond, e.g. 'good afternoon …' 'good afternoon Mrs …'

- **Lining Up:** to move around the school. Class should line up in an agreed order which supports quiet movement around the school. If the line is noisy, adult to return the class to point of exit and repeat. This needs to be an established, non-negotiable expectation.

These routines ensure a prompt, calm, orderly start to the beginning of each session. The children and adults know set routines and expectations.

Individual Staff Responses:

Staff are expected to model good behaviour and actively seek opportunities to notice and acknowledge positive behaviour. These are outlined in our *Golden Rules*:

Positive recognition is used to promote the aims of the Behaviour Policy. It is used sincerely and purposefully, thereby encouraging and reinforcing good behaviour. Rewards and positive recognition include:

- Praise: describing the action for which the praise is given, comments on work, communicating praise to a child's parents/carers
- Public recognition in class or assembly, a note or phone call to parents
- House points awarded in class
- Stars of the Week: good learning and behaviour
- Displaying work
- Giving them extra responsibility
- A quiet word to the pupil at Greet and Meet times
- emphasise that behaviour is a 'choice'
- minimise unnecessary confrontation

This is daily and builds on affects relationships making the pupils feel valued and giving them a sense of belonging, stability and resilience.

Whole school responses to difficult or dangerous behaviour:

Adults must always model expected/desired behaviour in all their dealings with the pupils and with other adults.

Pupils are given opportunities in 'Circle Time' or PSHE to discuss and solve problems such as dangerous or difficult behaviour. Taking responsibility for their own behaviour and the importance of rules are also built into PSHE and Worship Plans. Issues such as behaviour are ongoing and cannot be timetabled; it is therefore important that all pupils feel they can discuss matters with any member of the school community when the need arises. It is also important that these concerns are then passed back to class teachers and serious issues discussed by all colleagues.

When responding to difficult behaviour an adult may choose to use Reflection Sheets. These sheets would be completed once the child is ready to reflect and after an initial conversation with an adult. They are aimed at promoting reflection and a restorative approach to solving the issue whilst changing the behaviour in a hope that it does not reoccur. For younger children they draw and then an adult annotates at a time when they can do that but ideally on the same day.

Any behaviour that:

- causes harm to an individual, the community or to the environment
- is likely to cause injury, harassment, alarm or distress
- violates the rights of another person

Is dealt with according to its severity in line with the guidelines in this section.

Nash Mills School is committed to a therapeutic approach to managing difficult and dangerous behaviour where members of the school- both children and adults- are unified by the values. Punishment is replaced with therapy, mentoring, coaching, clear boundaries and caring.

The school adopts a stepped consequences system in response to difficult or dangerous behaviour:

- a set of steps that are focused on small but certain consequences
- a restorative not a punitive ending
- an approach that encourages and teaches taking responsibility for own actions and a balance of rights and responsibilities

Consequences of difficult behaviour or dangerous behaviour

The five Golden Rules are overriding umbrella that all behaviour is referred to. Within those rules there are levels of difficult or dangerous behaviour that will lead to protective or educational consequences that are relative to the behaviour.

It is important that all staff concerned are aware of the concerns around a pupil and the information is shared verbally and through CPOMS. This will allow staff to respond appropriately and the message to the pupil to be unified.

	Examples of Behaviour	Consequence
Level 1 **Difficult Behaviour** Only record on CPOMS if you can see a pattern emerging or want to track to find a pattern	- Not completing enough work in a lesson - interruptions during lessons/ shouting out /Distracting noises/ getting out seat - Unkind remarks to peers - Misuse of playground equipment on the playground that results in damage - Answering back or not following instructions	Educational consequence through a quiet word explaining expectations for the behaviour. This could include up to 5 minutes on a task related to the difficult behaviour. Examples: *I want you to underline your LO and date with a pencil and ruler and complete the next questions*- 5 minutes at start of break *You could break this racket by using it as a bat, you will help put the equipment away*/ sort the equipment out - Apologise and write a letter/ draw a picture to the person you have hurt
Level 2 **Difficult and/or dangerous** Record on CPOMS by the adult who dealt with the issue.	- Consistently not completing enough work in lesson - Repeatedly interrupting lesson - Deliberately physically hurting others - Deliberately hurting the feelings of others by making unkind remarks - Deliberately damaging school equipment or facilities. E.g. throwing equipment, kick equipment, soiling the toilets, graffiti on walls - Disrespectful comments back to the teacher (e.g. you can't tell me what to do/ I won't pick it up)	- Staying in for a quantified period of time related to the work. E.g. *you will stay in at break to complete the next 3 sentences/questions*. - As pupil is affecting the learning of other pupils, they need to be removed from the class where they will be asked to reflect on their behaviour. Due to COVID risk reduction measures, pupils cannot be sent to another class or teacher.
Level 3 **Serious difficult or dangerous behaviour**	- Repeatedly interrupting lessons and not responding to adult input - Physical harm such as hitting, kicking, spitting, throwing objects at a person - Emotional harm such as name calling, swear words, racial language, homophobic language, religious slants and gender or disability - Vandalising property or stealing - Possession of dangerous materials or objects.	- Refer to Headteacher or deputy. - Parents may be contacted - A set period of time to be spent with head or deputy completing relevant tasks to the behaviour - Loss of playtime linked to behaviour with a suitable task to complete - Restorative activity with adult
Level 4 **Serious difficult or dangerous behaviour**	- Isolated serous incident or continued level 3 behaviour - Bullying (repeated level 3 physical or emotional harm) - Possession of harmful substances or a weapon - Excluding a child or group because of looks, colour, race, belief, gender or disability	- Pupil will work away from the class. This will be decided by head or deputy and a time period, tasks set and location will be decided upon to suite the behaviour and to be in line with COVID risk reduction plan. - An internal or external exclusion may be imposed - Meeting parents and an action plan drawn up

Bullying, Harassment and Racism

At Nash Mills, we take any threat or feeling of bullying very seriously and aim to respond in a fair, robust and proactive way. There is no one single definition of bullying, however the DfE Preventing and Tackling Bullying document (2011) describes it as **'behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally'**.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgments about each specific case.' As outlined previously in this document, one of our key rules within school is that everyone is kind, honest and respects each other. By definition, anyone carrying out any of the behaviours outlined above could be regarded as bullying which would be breaking school rules and would therefore be subject to our sanction policy (see page 9). However, as previously outlined, the aim of our behaviour provision within school is to promote prosocial behaviours; if this is happening successfully, this type of behaviour should be extremely rare.

If we are concerned about a child being at risk of being bullied or behaving in a way that could be regarded as bullying, we will proactively put positive strategies in place to support them. These strategies may include:

- Promotion of School Ethos at all times

- Recognise and reward good behaviour

- Use of creative learning to enhance social and emotional skills.

- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of this policy.

- School assemblies – addressing Bullying and providing Anti-Bullying strategies.

- Specific Anti-Bullying teaching within our PSHE and computing curriculums.

- Vigilant supervision – playground / general school environment.

- Consultation with School Council.

The steps that we may take in response to an incident considered as bullying may include:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Support will be provided to the child who is purported to be the victim of bullying.
- Steps will be taken to ensure the child feels safe and secure.

- Incidents will involve further investigation and recording. A clear account reported the Senior Leadership Team.
- Significant or repeated incidents will require parents to be informed.
- Sanctions, which are proportionate and clearly set out in the Behaviour Policy, will be explained and used.

Roots & Fruits, Anxiety Mapping & Risk Reduction Plans

Staff try to predict difficult or dangerous behaviour and use diversionary methods to defuse situations. Open confrontations are avoided whenever possible. Incidents are talked over as soon after taking place and children encouraged to apologise as appropriate. The development of a child's internal discipline is central to their sustained positive behaviour.

If any behaviour is predictable, that child's class teacher, supported by the SENCO or member of the SLT, will use the key management tools at the heart of the Steps approach.

Roots & Fruits
This enables staff to identify the antisocial behaviours along with the negative feelings and experiences that underpin them. It facilitates the identification of experiences, the small, achievable support steps inside and outside school that would generate positive feelings leading to pro-social behaviours.

Anxiety Mapping
This tool enables staff to track the emergence of higher levels of anxiety through the day. In this way triggers to negative behaviours can be identified.

Risk Reduction Plan (RRP)
The Risk Reduction Plan is the agreed "job description" for working with the child as an extension of this policy. Failure to follow the agreed strategies is taken seriously within school as it will significantly compromise the development of pro-social behaviours for a child. RRPs will be regularly reviewed and updated to monitor the progress of the plan towards agreed targets.

Protective Consequences
We treat children with Unconditional Positive Regard, which means that their human value is never reduced or questioned. Each child is special and should be nurtured and treated with respect and consideration. When we talk to children about their behaviour, we do so in terms of the choices that they make – not in terms of who they are. In this way, we separate an individual's behaviour choices from their human value. We recognise that children do make poor choices at times and these need to have a protective consequence, such as:
- Ignoring the behaviour: this can be extremely effective and is usually enhanced by the focused recognition of other children who are making positive choices. This has the dual effect of removing attention from negative behaviour, while at the same time, ensuring that children who are making positive choices receive recognition

- Use of Reflection Sheets: these sheets are often completed by children, usually in discussion with an appropriate adult (i.e. the class teacher, TA, Key Stage leader etc).
- Restorative Justice: Repeated or more severe difficult behaviours can be addressed using a 'restorative justice' style meeting with all children involved, being guided to agree a solution – led by a member of the SLT. This usually results in an agreement being drawn up and signed by all involved
- Other strategies: as required and agreed with the Headteacher, INCO, and Deputy Head. All protective consequences are designed to modify behaviour, while supporting the self-esteem of all individuals.

Reporting & Home-School Agreement
If a child is developing a pattern of difficult or dangerous behaviour, a log will be kept on CPOMS, our safeguarding database. Full records are kept of incidents and of any support and counselling provided.

Exclusions
Staff at Nash Mills CofE School believe that children should remain in full time education and exclusion, whether fixed term or permanent, will only be used as a last resort. Exclusion will only be used when it is felt that the school can no longer provide a safe environment for either the child or others and will follow the Hertfordshire guidance.

When a child is excluded from school the most up to date guidelines issued by Herts County will be followed – further information referring to these guidelines is available in school. At all times school ensures it follows the DfE document 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2017' or the most up to date guidance. School will consider and use permanent exclusion if the circumstances suggest that it is appropriate based on the guidance from Herts County Council and the DfE document 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2017' or the most up to date guidance.

Appendix A- Golden Rules

- **Do be kind and helpful- don't hurt people's feelings**
- **Do be gentle- don't hurt anyone**
- **Do listen- don't interrupt**
- **Do work hard- don't waste your or other people's time**
- **Do be honest- don't cover up the truth**
- **Do look after property- don't waste or damage things**

Appendix B – Possible Scripts for staff to use

Staff at NMS recognise that the right response to each behaviour is very important in achieving the desired outcome. At times, it is not possible to provide this immediately. Staff may consult colleagues or senior staff to reach a decision in how to deal with a behaviour. To allow staff time for this they can follow these simple scripts:

I am going to come and speak to you later about what will happen next

I am going to walk away to give you/ both of us a chance to calm down

I don't think I have enough information to make a decision right now. I will let you know by …

De-escalation Script

- *Learner's name*

- *I can see something has happened*

- *I am here to help*

- *Talk and I will listen*

- *Come with me and……..*